

SUSSEX ACADEMY

ANNUAL REPORT

2021-2022



DRAFT

21150 Airport Road,
Georgetown, DE 19947

Phone:(302) 856-3636

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Sussex Academy
Year School Opened	2000
Enrollment 2021-2022 ¹	1120
Approved Enrollment	1079
School Address	21150 Airport Road, Georgetown, DE 19947
District(s) of Residence	Indian River School District
Website Address	http://www.sussexacademy.org/
Name of School Leader	Eric Anderson
School Leader Email and Phone Number	eric.anderson@saas.k12.de.us (302) 856-3636
Name of Board President	Dr. Christopher Moody
Mission Statement: The mission of the Sussex Academy is to prepare students for future academic success by providing an accelerated, supportive academic environment within a small school setting.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2021-2022. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2021-2022 ¹
Total Enrollment	1120
# of Students on Waiting List	1100
Gender	
% Male	46.79%
% Female	53.21%
Ethnicity/Race	
% African American	3.30%
% American Indian	1.52%
% Asian	4.20%
% Hispanic/Latino	13.93%
% White	73.30%
% Multiracial	3.57%
Special Populations	
% Special Education ²	4.64%
% English Language Learners	3.57%
% Low-Income	4.91%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

Date	Modification Requested	Outcome
5/4/2020	Major Modification to increase enrollment from 840 to 1080 students; change the school's grade configuration from 6-12 to K-12; establish a second campus; and remove its special interest preference	Approved
12/31/18	SA would like to increase their enrollment from 776 students to 840 students SY 20/21.	Approved

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

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1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K		42
Grade 1		42
Grade 2		44
Grade 3		41
Grade 4		47
Grade 5		44
Grade 6		126
Grade 7		123
Grade 8		126
Grade 9		122
Grade 10		119
Grade 11		133
Grade 12		111
Total		1120

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school's reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Sussex Academy	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	3	
Grade 1	38	88.37%
Grade 2	41	100.00%
Grade 3	39	100.00%
Grade 4	38	92.68%
Grade 5	37	90.24%
Grade 6	45	95.74%
Grade 7	113	94.17%
Grade 8	114	91.94%
Grade 9	109	86.51%
Grade 10	113	86.26%
Grade 11	129	93.48%
Grade 12	111	91.74%
Total/Avg	930	91.99%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

Sussex Academy has relatively low attrition rates. The rates tend to be higher in 9th grade as students will opt to go to high school elsewhere after attending SA for middle school. Students leave for other high schools for various reason, according to exit interview data, students reasons for leaving were due to athletics, school size, and attending votech to pursue a vocational pathway. Sussex Academy has over 1000 students on our waitlist, and if a student chooses to transfer because SA is not a good fit, we believe it provides a student on the waitlist the opportunity to be admitted. In alignment with our new strategic plan, we are increasing the level of advising to students to hopefully provide more support and insight to our school program.

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II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability ratings for school year (SY) 21/22 were not issued. The school's assessment data for SY21/22 is available at: [Sussex Academy School Report Card](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

School Comments:

The table below shows our school data as it pertains to SY 21-22 state assessment data. Not only does Sussex Academy perform consistently above state averages and saw an overall increase in some areas in academic performance. Taking a deeper dive in our data we observed that the achievement gap between non-marginalized and marginalized populations, although better when compared to state averages, would be an area where we will focus to improve.

Subject	2021	2022	Change	State %
3-8 ELA	73.5	77	+3.5	42
3-8 Math	54.5	58	+3.5	30
SAT Reading	76	82	+6	47

SAT Math	57	56	-1	24
SAT Writing	78	77	-1	38
5,8,10 Science	53	56	+3	21
4,7,11 SS	65	57	-7	28

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Performance Agreement

Academic Performance Expectations

Sussex Academy's 2018-19 DSSF ratings are:

Indicator	Points	Point Earned	Percent Point
Academic Achievement	100.00	86.00	86% Exceeds Expectations
Academic Progress	125.00	87.00	70% Exceeds Expectations
School Quality/Student Success	75.00	69.00	92% Exceeds Expectations
Graduation Rate	88.00	84.00	95% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	388.00	326.00	84% Exceeds Expectations

By September 2027, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

School Comments: Although overall we exceeded expectations, we realize that we are not at 100% and there is always room for growth.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Mission Specific Goal: Met

Two Sussex Academy mission-related goals were specifically highlighted during the 2021-22 school year:

- Maintain high academic performance
- Instill service to others in their day to day lives

Following the COVID shutdown in the spring of 2020, Sussex Academy re-opened in the fall of the 2020-21 school year with a hybrid learning model. Students had the option to return to campus for in-person instruction two days per week or to receive instruction in a virtual environment. Later in the school year, students were invited back to campus four days per week, with over 85% of students attending school on campus by the end of the school year.

During the 2021-22 school year Sussex Academy re-opened in the fall with students returning to attending classes five days a week. The ability of the students and staff to remain engaged in our hybrid learning environment in SY 20-21 and the return to full in-person instruction in SY 21-22 allowed for minimal disruption to the academic process during the COVID-19 Pandemic and speaks to the school's goals to 'Maintain high academic performance'. Sussex Academy maintained high academic performance, below is a comparison of SY 20-21 and SY 21-22 academic data.

a) Rate the school's performance according to the criteria established by the school for its 2021-2022 mission specific goal(s).

School Comments: As a charter goal we continue to strive to fulfill the mission of our school. The past few years through the Pandemic have been challenging to say the least, however based on student achievement data we continue to remain true to our mission by maintaining high academic performance.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Sussex Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2021-2022	M	M	M	M	M	M	M	M	M	M	M

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: SA met he standard in all areas

b) Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.

School Comments: SA met the standard in all areas

c) Address any measure where school did not meet standard or is approaching standard.

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Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

By September 2027, our expectation is to achieve an overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments: We have achieved an overall rating of "Meets."

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3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Steve	Burke	9/30/2015	6/30/2022	Treasurer	7/25/2017	9/22/2021
Brittany	Burslem	9/15/2021	6/30/2024	Member	11/17/21	9/22/2021
Precious	Benson	9/19/2019	6/30/2022	Member	10/10/2019	9/22/2021
Jennifer	Donahue	9/15/2021	6/30/2024	Member	10/10/2029	9/22/2021
Patches	Hill	9/16/2020	6/30/2023	Vice President	10/8/2020	9/22/2021
Uday	Jani	6/13/2018	6/30/2022	Member	1/22/2019	9/22/2021
Lance	Manlove	7/25/2017	9/30/2022	Member	7/25/2017	9/22/2021
Sara	Messina	9/18/2019	6/30/2022	Teacher Member	11/15/2019	9/22/2021
Chris	Moody	9/10/2014	6.30/2022	President	8/18/2014	9/22/2021
Darlene	O'Neill	9/19/2019	6/30/2022	Member	10/10/2019	9/22/2021
Jennifer	Scott	9/18/2019	6/30/2022	Member	10/15/2013	9/22/2021
Chris	Schell	9/18/2019	6/30/2022	Member	10/10/2019	9/22/2021
Lauren	Wisely	8/18/14	6/30/2022	Member	8/18/2014	9/22/2021

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Brittany	Burslem	Member	11/17/2021
Duncan	Smith	Business Manager	1/8/2020
Cameron	Smith	Member	1/6/22
Jennifer	Scott	Member	10/15/2013
Lara	Lane	Member	1/15/2021
Steve	Burke	Chair	7/25/2017
Franny	Silcott	Member	7/11/2019
Richard	Riggs	DOE Liason	8/20/2021

School Comments:

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2021-2022		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
92%	55	60

Review the table above with the school’s teacher retention trends and answer the following questions.

- a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments: Teachers who did not return in SY 21-22 were either non-renewals or retirees. The one teacher who decided to leave for another school, left because SA could not offer the professional opportunity that was available in a neighboring district.

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- b) Describe how the school’s professional development plans support teachers and leadership.

School Comments: Currently the two major PD focuses are around Equitable Practices and standards based grading and assessment.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management and Oversight	Overall Rating
Year	1	2	3	4	5	6	7	8	9	10	
2021-2022	AS	F	AS	M	F	AS	F	M	Not Rated	M	Approaching Standard

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

The school expanded in 2020 adding a second campus and elementary grades K-5. Due to the school operating in its first years over the pandemic, we did not have clear picture of normal school year operation costs. FY21 operated more like a true school year in a non-pandemic environment. As a result, we have a better understanding in how the organization should be structured in future years to ensure a positive cash flow.

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

We are restructuring the organization to ensure positive cash flow beginning in FY 24 and ongoing. This will improve days cash, cash flow, and our total margin.

c) Address any measure where school did not meet standard or is approaching standard

Accounting standards changed in FY 22 where the school's lease payments for our school buildings are now considered debt. This is a change from FY 21 and years prior. This change resulted in raising our debt to asset ratio bringing us far below standard in this area and in the area of Debt service coverage ratio.

The cash metrics (days cash, aggregated three-year total margin and cash flow) do not meet standard because we had to dip into our cash reserves in FY 21 in order to meet our financial obligations.

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Performance Agreement

Financial Performance Expectations

By September 2027, our expectation is to achieve an overall rating of “Meets” or “Exceeds on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school’s financial performance based on its approved Performance Agreement.

School Comments: We are on track to meet standard in 2027.

- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments:

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V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

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VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	
Location:	

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

Print/Type Name:	DRAFT
Title (if designated):	
Date of approval by board of directors:	

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

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